

# THE *Journal* AER OF THE



## IN THIS ISSUE:

**January, 1949**

**Volume VIII, Number 5**

- NORTH CAROLINA'S COMMUNICATION CENTER**  
by Earl Wynn . . . . . 51
- MUSIC APTITUDE TESTS BY RADIO**  
by Cyril C. O'Brien . . . . . 52
- EDUCATIONAL STATIONS OF THE NATION — WBOE**  
by Edwin F. Helman . . . . . 53
- TEACHER'S MANUALS FOR RADIO PROGRAMS**  
by George F. Jenny . . . . . 56

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**OTHER FEATURES:** WHO? WHAT? WHERE? WHEN? inside front cover. EDITORIAL, page 49. THE PRESIDENT'S PAGE, page 50. EVENTS — PAST AND FUTURE, page 58. IDEA EXCHANGE, page 59. ALPHA EPSILON RHO, page 60. REVIEWS, inside back cover. AER RECORD REVIEW, back cover.

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**THE ASSOCIATION FOR EDUCATION BY RADIO**

# Who? What? Where? When?

The District of Columbia AER met at NEA Headquarters on November 30.

**Fun with Music** is a new series of music appreciation and rhythm broadcasts for primary children presented by Station KBPS, Portland, Oregon, public schools.

**Dr. Franklin Dunham**, chief, educational uses of radio, U. S. Office of Education, has an article, "Your Radio Has Wings," which appeared in the *Music Educators Journal*, September-October, 1948, pp. 58-59.

**Communications in Modern Society** has been published recently by the University of Illinois Press. This publication includes fifteen studies of mass media prepared for the University of Illinois Institute of Communications Research.

The Association of Land Grant Colleges and Universities passed a resolution at a recent meeting asking the FCC to reserve a reasonable number of television frequencies for the use of schools and colleges "until such time as such frequencies may be availed of."

**Wayne Coy**, FCC chairman, predicted recently that in another two years there will be 400 TV stations on the air, and that the number would increase to 1,000 in seven or eight years. More than 1 million homes, clubs, and public places had TV sets on January 1, 1949.

The School Broadcast Conference [Thirteenth Annual Meeting] will be held in Hotel Sherman, Chicago, October 18-20, 1949. Room reservations will be entered in order of receipt, and all confirmed reservations will be honored. The hotel has guaranteed this. It is not too early to make reservations now.

The Radio Committee of the Illinois Congress of Parents and Teachers has just initiated a survey of radio activities in the home, school, and community. AER members who wish copies of the one-page questionnaire should write to Elizabeth E. Marshall, state chairman of radio, ICPT, 228 N. La Salle St., Chicago 1.

**Milwaukee educators** and members of the Milwaukee Listeners Council, seventy-five strong, visited the studios of the Chicago Radio Council-WBEZ on December 7. The purpose of the visit was to secure ideas for the promotion of a strong educational radio program for the Milwaukee public schools. Members of the Milwaukee Board of Education were included in the group.

Your AER Television Committee announces the availability of a "first-of-its-kind" *Television News Letter*, recently released by George Jennings for the Chicago members of the General Superintendent's Committee on Television, and reproduced by the AER-TV Committee for distribution to interested members. Send 3c postage to Elizabeth E. Marshall, chairman, AER TV Committee, 228 N. LaSalle St., Chicago 1, for your copy.

**John Ulrich** has been appointed director of news, Station KWSC, State College of Washington, Pullman.

**Ollie Billings**, KWSC graduate announcer, recently joined the announcing staff of KGW, Portland, Oregon.

**W. B. Yeats**, the poet, has good advice for one who makes a radio talk: "Think like a wise man, but communicate in the language of the people."

The General Federation of Women's Clubs is working on a code of ethics for children's radio. The final text is expected to be ready sometime during 1949.

The Challenge of Atomic Energy is the title of a 92-page booklet published by Columbia University. It lists movies, film strips, recordings, transcriptions, and plays available for group work on the subject of atomic energy.

**Dr. Edgar Dale** has an excellent article applicable to radio entitled "The Building of Taste," which appears in the November, 1948, issue of *The News Letter*, a publication of the Bureau of Educational Research, Ohio State University.

The Columbia Broadcasting System issued a new *CBS Listener's Guide* [Winter, 1948-49] in early December. Its feature article, "Education For The Millions," outlines the new CBS policy concerning educational broadcasting to reach listeners of all ages.

**Barbara Alice Wolfe**, chairman, Listeners' Committee [New York branch], American Association of University Women, has joined the AER, as has **Mrs. Del Rey W. Coleman**, radio chairman, Essex County [N. J.] Council of Parents and Teachers.

The Federal Communications Commission announced that on November 1, 1948, operating outlets on the air included: 1,854 AM; 662 FM; and 42 TV. There were 6 new TV stations which began operation during October: 2 in Detroit, and 1 each in Chicago, Cleveland, Baltimore, and Louisville.

Should High Schools Include Sex Education? was the topic of *The New York Times*-WQXR Youth Forum, December 4. The panel consisted of students from the New York metropolitan area, with Dean Millicent McIntosh, Barnard College, as guest. Dorothy Gordon acted in her customary role as moderator.

**Madeline S. Long**, consultant in radio education, Minneapolis public schools, arranged a demonstration of radio receivers, playbacks, and recorders for the teachers of the Minneapolis schools at West high school on December 2, at 2:00 p.m. Special guests at the demonstration were Richard C. Brower, Minnesota State Department of Education, and Dr. Tracy F. Tyler, University of Minnesota.

Radio listeners might well heed Shaw's warning: "Get what you want, or you will grow to like what you get."

The FM Association has moved its offices from the Munsey Building and is now located at 526 Dupont Circle Building, Washington 6, D. C.

**A. D. Willard, Jr.**, NAB executive vice president, stated recently that facsimile is economically capable of early self-support, even though now available only in limited areas.

Station WMMR, the low-power "campus" station of the University of Minnesota, which started broadcasting recently, is now operated as a student activity under the supervision of the Board of Governors of the Student Union.

## NATIONAL OFFICERS

**GEORGE JENNINGS**, President, director, Chicago Radio Council, 228 N. La Salle St., Chicago 1.  
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**KATHLEEN N. LARDIE**, director, Station WDTR, Detroit public schools, Detroit 6.  
**WILLIAM B. LEVENSON**, assistant superintendent of schools, Cleveland, Ohio.

## DIRECTORS AT LARGE

**WATT A. LONG**, chief deputy superintendent, Board of Education, San Francisco.  
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**DOROTHY BLACKWELL**, assistant director, Division of Audio-Visual Education, Board of Education, St. Louis 8.  
**RALPH STETTLER**, director of radio, Louisiana State University, Baton Rouge.

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**BLANCHE YOUNG**, Great Lakes, radio consultant, Indianapolis public schools.  
**RUSSELL PORTER**, West Central, Department of Communications, University of Denver.  
**SHERMAN P. LAWTON**, Southwestern, coordinator of radio, University of Oklahoma, Norman, Oklahoma.  
**JAMES MORRIS**, Pacific Northwest, director, Station KOAC, Corvallis, Oregon.  
**JOHN C. CRABBE**, Pacific Southwest, director of radio, College of the Pacific, Stockton, California.

## ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio.  
**BETTY THOMAS GIRLING**, Executive Secretary, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

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**A. L. CHAPMAN**, University of Texas; **BELMONT FARLEY**, National Education Association; **WILLIAM LADD**, University of Washington; **WILLIAM H. SENER**, University of Southern California; **TRACY F. TYLER**, University of Minnesota; Editorial Board.



The Journal of the AER, published monthly except June, July and August by the Association for Education by Radio. Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The Journal of the AER goes to all members of the Association. Annual dues \$3, of which \$2 covers a year's subscription to *The Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.



## The Significance of Radio Research

**F**ROM TIME TO TIME members of education faculties ask radio educators for experimental evidence which supports the contention that radio should be given a place in the schools of today. It is a good question, and if we expect radio to play a significant role in formal education, it is important that all of us be prepared to give a satisfactory answer to it.

What are these research-minded faculty members looking for? They seek carefully-controlled studies which show significant gains in the attainment of educational objectives by the experimental group over the control group. Should the small quantity of evidence derived so far, coupled with the fact that most of the reported research of this nature has produced results which at best could be called inconclusive, make us lose faith? Not at all. On the contrary, we must redouble our efforts to interest graduate students and other research workers in undertaking scientific studies to find out what benefits, if any, are secured from the use of radio in the educational process.

We must not, however, mark time in our attempts to make universal the use of radio in the schools until more experimental evidence supports its value. Radio has many unique educational advantages which are readily apparent and which require no controlled studies to establish. A few have been listed in an excellent book by Woelfel and Tyler.<sup>1</sup> Perhaps a more detailed discussion of some of them might be helpful at this time.

**Leaders brought in**—The first unique advantage which comes to mind is radio's ability to bring to the classroom the voices, points of view, wisdom, and other important contributions of the President of the United States, other federal, state, and local officers; and still other important personalities. Surely the opportunity to hear such persons will prove for many, if not most, of the students a more interesting and motivating experience than to read in cold type later a few selected excerpts of what they said.

**News in the making**—Radio, and perhaps to an even greater extent television, makes it possible to bring from almost any part of the world on-the-spot descriptions of important events. Not only does it thus serve to annihilate space, but also, and more important, it gives the listener a feeling of being a front-row spectator of the event. It is unnecessary to point out how this applies to broadcasts of athletic events; but it is just as true of other types of "front page" news—inaugurations, natural catastrophes, United Nations sessions, and the like.

**History re-created**—Nearly twenty years ago the British Broadcasting Corporation began a program in their series of broadcasts for schools with the title, *Tracing History Backwards*. This broadcast, according to the 1935

teachers' manual, "attempts to interest [boys and girls] in some of the major problems of the complex modern world they are about to enter, and to encourage them to seek for the causes and the gradual development of these problems in the past." Not many months ago the Columbia Broadcasting System began a documentary series now titled, *You Are There*, which has somewhat the same objective, although broadcast on Sundays and intended for a broader, general audience. This type of presentation brings to the listener a re-creation of great events of history just as though the listener had been there, and makes use of well-known CBS correspondents in the process. Any teacher who has been privileged to listen to even one broadcast in this series will realize the power for education of this technique.

**Keeps curriculum up-to-date**—Some schools, notably Cleveland, have used radio lessons as an important agent in curriculum revision. In this way the new ideas, concepts, and techniques which committees of teachers, supervisors, and administrators have developed can be tried out and actually used much earlier than would be the case were it necessary to wait until such materials had appeared in printed form.

**Teacher improvement**—Unfortunately, too many teachers get little expert assistance once they begin teaching. Rural teachers, especially, almost never observe skillful teachers at work. Thus they are denied the chance to learn how to do their jobs better. If these isolated teachers had well-planned radio lessons to use in their classrooms, could they not benefit from observing how their own pupils react to various teaching techniques? Could they not also get new ideas for their own improvement?

**Integration of knowledge**—There is always the danger that our tendency to compartmentalize knowledge will make us lose sight of the fact that all knowledge is related. Radio programs almost never strictly follow subjectmatter lines. Generally they tend to affect attitudes, develop appreciations, and provide facts, ideas, and information which the resourceful teacher can relate to a number of the subjects in the school curriculum.

**In conclusion**—These are a few of the outstanding contributions that radio makes to the school. Is there a single one which could be provided as effectively without radio? The list is incomplete, even as of the present. It is almost certain to be extended as radio people further exploit radio's possibilities, invent new techniques, and develop new programs. Perhaps the discovery, enumeration, and amplification of these unique advantages do not rate the appellation of "research," but could the evidence from carefully-controlled experimentation be any more convincing to members of the profession and to the lay public?—TRACY F. TYLER, Editor.

<sup>1</sup>Norman Woelfel and I. Keith Tyler. *Radio and the School*. Yonkers-on-Hudson, New York: World Book Company. 1945. pp. 38-41.

## The President's Page

*The statement which follows is based upon the discussion which took place at the Executive Committee and Membership meetings held during the School Broadcast Conference in Chicago in October. AER members are invited to react to the suggestions. Full consideration will be given to all replies and, where pertinent, they will be presented to the Executive Committee at its next meeting, if not sooner through the Journal columns or by mail.—G. J.*

THERE IS NO BETTER TIME to consider the state of the AER than the beginning of a new year. First, let me say that the AER is in better condition than many think. An organization that has a paid up membership of some 1600 can hardly be said to be dead. This membership total is three times that of the professional group in a closely allied field and is a figure that is the envy of older, and perhaps, better-known professional groups.

We are not alone in lacking sufficient money to operate as we should like to; there are a hundred and one services that the national AER would like to perform for its membership, but the most important of these services is the publication of a monthly magazine. Our publication, during its eight years, has served as a clearing house and a depository of information that is nowhere else available, nor is such material as the *Journal* publishes likely to become available in any other publication.

The value of the *Journal* is attested to by the fact that our fastest growing group of subscribers is made up of the libraries of universities, schools, and colleges. Also, that the *Journal* is fulfilling a need is demonstrated by the fact that we now have some twenty-five copies a month going abroad to occupied areas. Both these groups are small in themselves; I mention them as indices of a need in our specialized field which the *Journal* seems to be filling.

At the last meeting of the Executive Committee held in October in Chicago, Dr. Sherman P. Lawton, University of Oklahoma, was appointed to investigate the possibilities of combining the *Journal* with some other publication. Dr. Lawton fulfilled this responsibility

with his usual thoroughness. Already, replies have been received from a number of other publications. But, why shouldn't another publication want to absorb the *AER Journal*? If the *Journal* were handed an increase of subscribers to the number of 1600, would we not jump at the opportunity of taking over?

A number of problems arise in considering a merger with another publication. First of all, we'll lose what is perhaps most important to us—our identity as an organization. If we were to take the offer of *See and Hear*, for example, the new magazine would still remain *See and Hear* and the *Journal of the AER* would be an appendage. Secondly, and this is written with all due respect for editors, the questions of space to be allotted, relative values of articles, and other problems are often fighting subjects when all concerned are working under the same masthead. I doubt if even our present editor would long retain his superb equanimity if the material he submitted were to suffer the possible "shoving around" it might receive at the hands of the editor of another publication—particularly, when the *Journal* material might become secondary in the thinking of the editor-in-chief.

I do not say that any of these things will happen; I say that they are likely to happen, to the detriment of our organization.

*In so far as the Journal is concerned, I suggest it be continued as a separate and distinct contribution to the literature of a specialized field.* Our editor deserves the highest commendation for continuing to devote sixty to eighty hours a month on the *Journal*. The annual May issue of the *Journal* should, as it usually does, carry enough advertising to pay for the issues of January, February, and March. A little help from some of the regional centers would push this income up to a point where the May issue might well carry the first half of the 1949 publication expense.

I have mentioned this point at every Executive Committee meeting in the past three or four years, as has our Editor: it would cost the *Journal* little more, perhaps an increase of 20 per cent, to publish 3200 copies than it does to publish 1600. In other words, we

could double our subscription list without a commensurate doubling of the printing costs.

Word has come to us that John C. Crabbe, president of the Pacific Southwest Region, is in the process of organizing five new local chapters; Los Angeles has recently organized a flourishing local; the State of Indiana continues to be one of the most active of the groups; Oregon State AER recently sent in six or seven new members. The AER must depend upon the regional and local organizations for continued growth. *I suggest that if each of the presently established local groups would double its membership the AER would end its financial difficulties.*

Now, about dues. Every other organization has raised dues not once but several times. The organization in which I paid a three-dollar membership fee four years ago now gets five dollars; five-dollar memberships have increased to \$7.50, and so on. I do not suggest that the AER should again increase its membership fee; I do suggest that an adjustment of the local, regional, national dues should be made so that the national organization would receive a full three dollars for publication of the *Journal* and such other services as it can render.

Under the terms of the new Constitution a local or regional organization may set up within its own constitution any sum for membership dues it sees fit, providing a previously agreed-upon portion of those dues is earmarked for the national. *Why not adjust the local, state, or regional dues at a figure which will permit the continuation of the publication of our own Journal and provide for some supplementary services from the national organization?*

The mere mechanics of operating the AER—keeping the books, changing addresses, billing for dues, answering information requests, not to mention the promotional work which should be done and the business of continuous writing for possible *Journal* advertising—continue to be a heavy load. Logically, this routine is not the function of any elected officer of the organization; rather, it is the province of an executive secretary. I realize that now

[please turn to inside back cover]



# North Carolina's Communication Center

**A**MERICAN RADIO ALONE has great power: it sells soap, and it may open a man's mind. The motion picture alone often catapults a star to fame; and it may plant and fertilize an idea. The newspaper alone has informed the American public for years. Lesser communication tools—posters, cartoons, film strips, slides, billboards, illustrated publications—drive the American people to action every day. And television may prove itself the giant of them all.

"As a team, these tools generate considerably more power for education than they do separately." Around this idea the Communication Center of the University of North Carolina is organized and in operation today.

The Communication Center, not yet fully developed in idea, plant, or staff since its birth in September, 1945, serves the people of North Carolina on three counts: It conducts *research* to determine the most effective use to education of all methods of communication; it *trains* students and teachers in the professional and educational uses of these methods; and it *produces* programs and materials in the broad fields of conservation and development of natural, industrial, and human resources. Rural North Carolina, in which there is only one city larger than 100 000 people, provides a perfect proving ground for such a program.

The Research Division of the Communication Center, in close cooperation with the University's Institute for Research in Social Science, is now determining the area and extent of future research in the total field of communication.

One research project, financed by the Special Devices Center, U. S. Office of Naval Research, is nearing completion. This experiment seeks to determine the relative effectiveness to education of four major forms of radio presentation: the talk, the round table, the narrative dramatization, and the variety. Besides the findings concerning the differential effects upon learning of these four forms of radio presentation, there will be available from this experiment a great body of information relating to the whole field of communication research: For example, the development of a refined theoretical framework of

research in the field of mass communication; the influence of personality aspects and attitude responses to learning on a mass scale; analysis of the problem of standardizing or controlling content across various forms of presentation; analysis and critique of the methodology of communication research; a study of the planning and administration of team research using the present project as case study material; and many other aspects, all of which will appear in the form of magazine articles and formal reports sometime during the next two years.

A series of meetings involving all schools and companies under contract to the Special Devices Center are being held this year. Out of these meetings will come not only closer cooperation among the various schools, but also a greater refinement of the scope, nature, and methodology of communication research. The results of these meetings and of our own present research project in radio will determine the growth and future development of the Research Division, which cannot, we now know, be divorced from the techniques and methodologies of social science research.

At present, formal training in all phases of communication can only be encouraged and promoted by the Communication Center. The Communication Center is not an academic organization. Full curricula and courses of study are set up within already established academic departments. There are at present departments of Radio and Journalism with complete under-

graduate curricula. Separate courses in motion picture production, audio-visual education, still photography, news photography, graphic design, and communication research are set up in other departments and schools of the University. In view of the importance and growth of communication in twentieth-century society, the president of the University has requested a faculty committee to study the advisability and feasibility of reorganizing all elements of communication under one administrative unit. This study is an indication on the part of the president and the faculty of the importance of communication today and is an effort on their part to control wisely its growth and development.

The current production program of the Communication Center in the general field of conservation and development of natural, industrial, and human resources is limited only by the size of the production staff. The need and the demand for such programs and materials are much greater than our staff ability to meet them. This year, for example, the Communication Center has undertaken the complete educational and promotional program for the American Cancer Society, North Carolina Division. It is writing and producing radio scripts for the Committee on Maternal Welfare of the North Carolina Medical Society. It is planning complete educational programs for the North Carolina Labor Department in the field of industrial safety; for the Fisheries Foundation of North Carolina in the field of commercial as well



*The University Hour of the University of North Carolina—presented by transcription on 37 commercial radio stations—in production in the Main Radio Studios.*

as sport fishing; for the North Carolina Forestry Department; for the Education Commission of North Carolina; and for the North Carolina Council of Churches. In all such programs the production staff in radio, motion pictures, graphics, and research look at the total educational problem, so that in each case the best tool or the best combination of tools is employed to answer the problem.

This year 37 commercial radio stations in North Carolina are broadcasting by transcription our single educa-

tional radio series. This series, *The University Hour*, is designed to inform the people of North Carolina, the taxpayers who support the University, about the vital activities of their University which are now or soon will be positively influencing their lives. Many other similar adult education programs are planned; but again, staff limitations prevent their production. A State FM committee appointed last March by the Governor is now studying North Carolina's need for a state network of educational FM stations. Positive recom-

mendations and action on the part of this survey committee would answer many of our present personnel problems, particularly in the field of radio.

The Communication Center is an extension of the University through twentieth-century tools of communication. It is still in the process of growth. Its growth, we hope, will mean the growth of the people of North Carolina.—EARL WYNN, director, Communication Center, and head, Department of Radio, University of North Carolina.

## Music Aptitude Tests by Radio

CAN TESTS OF MUSIC APTITUDE be reliably administered by means of radio? At first thought this may appear difficult if not impossible, yet with adequate consideration for the invisible factors, results comparable with a typical classroom testing situation might be expected. At least standardized music tests given *via* radio might approximate the results obtained in a classroom.

For effective measurement, where the tester and the testee are visibly present, it is essential to know both the merits and demerits of the tests themselves, to administer the directions with skill, to provide favorable environmental conditions for those taking the measures, and finally to interpret the scores in the light of all known facts. The same conditions, it may be said, should prevail for those not visibly present. In other words, when tests are given by radio, we should insure as far as possible an ideal testing situation. This can be at least approximated by adherence to sound administrative techniques.

Of the previously mentioned testing criteria, the experimenter by radio is chiefly concerned with securing favorable environmental conditions for those being tested. Other factors are directly under his control, but the responses to the test items, as they emanate from the loudspeaker in the home, school, or community center, may be alert or indifferent, intensely attentive or half-hearted. It is in these respects that a challenge is presented to the "tester by radio."

If the radio testing program is slanted to particular age or school levels, then the problem of motivation is more easily carried out. The inter-

ests of such a radio audience can be more readily taken into account. Incentives appropriate to the average age of the group can be introduced. Book prizes for the highest scores may be used to stimulate effort. Urging the subject taking the test to display his own power can be further stressed by impressing in suitable language the fact that an aptitude is being measured, and it is quite possible, and often probable, that an eager helper nearby may give more wrong answers to items than if the individual relied entirely upon his own efforts. The point to emphasize is that certain aptitudes in music are being rated, and that, in certain instances, these are largely independent of age, practice, and training. Certainly, this is true of capacities gauged. Those taking the tests at home are frequently free from many inhibitions that may be encountered in a classroom. Ordinarily, one is more at ease at home. Proper timing and motivation can make the radio testee sufficiently alert to give attention. This, coupled with a familiar home atmosphere, can produce a type of relaxation which is very desirable.

In order to obtain a brief sampling of radio responses along the lines being discussed, the author gave two music aptitude tests over the air. These were the Kwalwasser-Dykema tests of Quality Discrimination and Tonal Memory.

Arrangements were made with the manager of a small, 1,000-watt radio station so that the tests could be presented at 3 p.m. on a Wednesday afternoon. There was no special advertising of the broadcast. The K-D tests were selected because the total number of items was considered ideal for purposes of radio interest, and each item was

announced by number. The K-D Quality Discrimination test has 30 items and the Tonal Memory, 25. The radio testees were instructed to write down on a piece of paper the numbers in order from 1 to 30 for the Quality Discrimination and from 1 to 25 for the Tonal Memory test.

After an explanation and brief practice period, the directions for each test were read verbatim. For those unfamiliar with the procedure, these are stated here:

You will hear a series of two-tone patterns. Some of the patterns are played by the same instrument producing the same quality of sound, while other patterns are played by different instruments producing different qualities of sound. If the patterns are played by the same instruments, record "S"; if produced by different instruments, record "D". Remember "S" stands for same and "D" for different.

All were urged to listen carefully and do their best.

Similarly, the directions for the Tonal Memory tests were clearly enunciated:

You will hear twenty-five paired tonal patterns. Some of the patterns are the same while others are different. If you think that they are the same, record "S", but if you think they are different, record "D".

From within a radius of about sixty miles, one hundred twenty-five replies were received. All of these were from pupils ranging in school grades from five through high school. After scoring the answers, a few interesting facts were noted: The average mark converted to norms on the Quality test was 66.9. This norm is 16.9 points above the fiftieth percentile. For Tonal Memory the average norm was 83.9—33.9 points above the norms for this test and thus a superior score. It is not



the purpose here to make a statistical analysis of the results, but merely to show that certain kinds of talent tests can be given by radio. It seems reasonable to assume that those who forwarded their replies to the station were interested, and also that they possessed a better than average share of the musical capacities rated.

It would be worthwhile projecting a

similar experiment over a larger radio station and, at the same time, including more of the basic characteristics comprising music aptitudes. The purposes for measuring musical talents by means of radio may be many and varied. Radio is an easy method of evaluating quickly the music aptitudes of large numbers of individuals. Screening by radio and following this with a special,

visible testing of the best of the group can save time and effort. Competitions can be conducted by means of such tests. Prizes and scholarships are very effective as incentives. The educational, vocational, and recreational possibilities of appraising musical talents by radio are numerous.—CYRIL C. O'BRIEN, assistant professor of education, Marquette University.

## Educational Stations of the Nation—WBOE

**T**HE CLEVELAND BOARD OF EDUCATION STATION, WBOE, is midway in its eleventh year of operation—its eighth as an FM educational station.

Ten-going-on-eleven is a precarious age. As child experts put it: "This is the period in which physical acceleration coupled with mental retardation is an especially disturbing form of development." If WBOE should manage to avoid this imbalance at the Awkward Age, it might be accounted for by its prenatal history which has no correspondence in the human being.

The Cleveland schools have used radio programs as a teaching aid continuously and methodically since 1925. When the Board of Education Station first went on the air in 1938, several divisions of instruction had already had at least eight years of classroom broadcasting experience over Cleveland commercial stations. This long gestation period in school radio was most helpful in our infancy. So, of course, was the warm encouragement of former Superintendent Charles H. Lake and his staff and the organizing ability of Dr. William B. Levenson, whose leadership in the first nine years of our existence gave the Station its only chance for a happy adolescence. This helpful understanding is unabated under Superintendent Mark C. Schinnerer, and Assistant Superintendent Levenson's chores now include the administrative observation of Station WBOE's activities.

Our first decade of growth was healthy. Ten years ago WBOE's schedule included twenty-three program series in eleven areas of instruction, all but one series being at the elementary school level. Our forty-five series in this eleventh year range from kindergarten through senior high school and adult listening. The station is on the air from 8:00 a.m. to 5:00 p.m., for a total of forty-five hours a

school week. The schedule includes twenty-three elementary school series, nine junior high series, ten senior high series, and three series for the home. Fourteen divisions of instruction sponsor these programs. Only six of the forty-five series are produced by organizations other than the Cleveland public schools.

WBOE started broadcasting at an opportune time. All schools were able to equip themselves first with ultra-short wave and then with low-band FM receivers before the war cut off electronic supplies. The majority of high schools had been able to install central sound systems. When the order came after the war to shift to the high band of FM, our 1,000-watt 44.5 transmitter was replaced by a new transmitter [at 90.3 megacycles] of 3,000 watts [10,000 ERP]. By last spring, the Board of Education had received delivery on Freed-Eisemann receivers for all the schools, and thanks to the efforts of our engineer, Wolcott B. Louis, and his technical staff, all portable sets were tested and new tuners were installed in all the junior and senior high school central sound sys-

tems before the first day of broadcasting. At no time in our history, then, have we been unable to reach our school audience. It has been a great advantage in our planning and evaluation of efforts to know from the first that our potential public school audience was not limited by reception facilities.

Like any radio station, WBOE is interested in the size of its audience. Elementary school listening has always been gratifying and junior and senior high school audiences have been growing for seven years. The Division of Social Studies sometimes makes the point that the voluntary weekly use of senior high school radio programs in the discussion of current affairs averages 65 per cent of all the senior social studies classes. The bi-weekly series for seventh-grade mathematics classes, *Get the Answer—Right!*, was developed to encourage mental math practice. This series averages 102 classes a week. There are 180 seventh-grade math classes in the Cleveland schools. During the fifteen weeks of the second semester, 1947-48, WBOE logged more than 60,000 listening classes. Not included were scores of county, sub-



*Cleveland first graders follow the radio teacher in a rhythmic activities lesson sponsored by the Division of Music.*

urban, and parochial schools requesting our weekly bulletins and program-utilization guides.

The purpose of this article is not a hit-skip survey of WBOE's tenth-year chart, however. This article presumes, instead, to analyze factors of growth in the Cleveland schools' station with the special aim of helping you decide whether there is such a thing as the so-called "Cleveland Plan" in school radio. The sobriquet does exist. Visitors frequently puzzle the staff with requests for explanation. But whenever we try, we have the natural feeling that there is nothing unique about our aims or programming—only the differences that result from our being a local and not a regional station.

However, if the designation has any meaning in urban educational radio it must spring from one source only: the procedures by which radio programs are made an integral part of curricular development in the Cleveland schools.

Our objective is to serve the Department of Education in the Cleveland public schools in such a way that its separate divisions of instruction may meet *already recognized* needs in the classroom, to the extent to which radio can provide *unique* help. This we attempt to facilitate by

[1] carefully coordinating programs with curricular development;

[2] limiting our educational objective both in content and in age-grade appeal to the extent consistent with broadcasting efficiency; and

[3] fitting our broadcasting schedule to the listening convenience of the schools.

Coordination with curricular development is greatly assisted by the general administrative organization of the Cleveland schools. Each subjectmatter area composes a division of instruction, with a supervisor in charge. It is no verbal fiction to say that everything WBOE broadcasts is *sponsored* in the schools by a division of instruction.

The Division of Social Studies, for example, sponsors six series of programs. There is a primary series linked with the social studies unit, "Early Cleveland." An upper elementary series, *Cleveland Calling*, is coordinated with geography units. [In this series, several school systems have contributed fifteen-minute programs describing what it is like to live in Atlanta, Portland, Maine; San Francisco, New York City, St. Louis, and Winnipeg.] A fifth and sixth grade series, *Behind the Headlines*, serves as a basis for discussion of current events. This objec-

tive—discussion of the meaning of one vital item of news—is continued in the junior high schools with the weekly, *The News: Places and People*; and in the senior high schools with a Friday series, *Current Topics*.

In addition, the Division of Social Studies sponsors two transcribed series produced outside the Cleveland Schools. WNYE's fine interview series, *Assignment: U. N.*, is furnished to us for broadcast the week following the original New York City airing. This series is supplementary listening for senior high schools. For junior high supplementary listening, the Division sponsors *The Ohio Story*. This is a regional commercial series from which the division is permitted to select desirable programs. These are transcribed for us by the Ohio Bell Telephone Company, the sponsor, with all commercial identification excerpted.

The directing supervisor of social studies, Allen Y. King, is assisted by Ruth M. Robinson, supervisor of elementary school social studies, and Everett Augspurger, supervisor of junior and senior high school social studies. They assume the responsibility of the sponsor's agents. The general plan of the series, its objectives, and content are in their hands for decision; the station takes responsibility for adaptation to the medium and for transmission.

Each semester, the supervisors consult with teacher evaluation and planning committees. [It helps to have WBOE's studios on the top floor of the central Administration Building!] At the secondary levels, Mr. Augspurger produces evaluation surveys made in a sampling of schools in connection with each program. The committee reviews these opinion-tabulations, raps or pats current radio efforts, and considers future needs in programming.

After the dust has settled and the supervisor has consulted with his directing supervisor, he meets with the appropriate WBOE program coordinator and with the writer assigned to the series. The station director is usually on hand, too. This is the time for the station to exercise its right to judge the sponsor's requirements in terms of radio possibilities. The Division of Social Studies has sponsored radio series for the life-time—and more—of the station and is generally radio-wise. But some divisions misjudge radio's abilities. It is then our business to help the

sponsor trim needs to the medium's capabilities or, if that is impossible, regretfully to decline the series.

In elementary school instruction, another organizational factor of great importance facilitates WBOE's integration of programs into curricular development. This is the curriculum-center organization which designates one or more elementary schools as centers for curriculum examination, overhaul, and development—with especial attention to new teaching methods and materials. The opinions of the curriculum centers on the value of radio series in their particular fields are seriously weighed. Even more valuable is the aid given by the centers in the planning and writing of radio series.

For instance, the upper elementary science series is prepared by a teacher-writer working at the center who consults with the elementary science supervisor and with the teachers and principal of the science curriculum-center in her planning of content and with the station's elementary school coordinator in radio format. This series, and others of the type, are given trial broadcasts at the center to secure reactions from pupils and teachers before final revision and broadcast.

The social studies elementary school scripter follows the same consultation and trial-broadcast procedure, but works at the WBOE offices instead of the curriculum center.

Our first procedural step, then, is to see that the educational division takes complete responsibility for the educational plan and content of series, without abrogating our own right to shape the radio impact. But this, of course, will not assure complete curricular coordination. It is important that the writer of a social studies series be not only a specialist in the subject but also a good teacher in the social studies classroom. This insures that, as a script writer, he will know both his subject and his audience in their listening environment. The division chooses its writer candidates on this basis; the station selects the one who can write and can be trained to think in terms of radio.

Our coordinators are the next link in the curriculum-integration procedure. A program director must be acquainted with all the courses of study and with the classroom needs of pupils and teachers. This would be an impossible requirement for a single pro-



gram director. There are few persons whose experience makes them equally capable of estimating the educational radio needs of the adolescent, the pre-adolescent, the primary child, and the kindergartner! We have attempted to solve this difficulty at WBOE by putting the series into the hands of *three* program coordinators. The elementary school specialist is Ruth Foltz; the junior high, Mrs. Ella Hartman; and senior high, Katharine Matchett.

Each coordinator is responsible to the director for the management, from the point of view of the station, of all series broadcast in her area of coordination.

Frequently scheduled program conferences with our sponsors mark the final stage of integration. Many supervisors meet in weekly or bi-weekly conference with the script writer and coordinator to consider each program in detail and in relationship to the aim of the entire series. Each final script draft is submitted by the coordinator to the sponsoring division for approval, after the coordinator herself has approved the script-treatment.

This may appear to be a time-consuming procedure. It is! However, the time wasted at the consumer's end when a program misses the mark is not only educationally and statistically appalling; it kills listening to the next program!

What sort of programs result? After all, the most carefully directed program, composed of the most pertinent and well-arrayed material, may lack the vitality and imagination to create the effect unique to radio.

Committees tell us they like what we do—and hope we will improve. Voluntary listening increases although listeners are not always satisfied. The staff is unhappy over its efforts 90 per cent of the time. But this is one place to say as sharply as possible that WBOE and its sponsoring divisions advocate no one type of program—although readers of the *1939-1940 Report on Radio Activities, Station WBOE*, made in connection with the General Education Board financial grant, appear to think the Cleveland school air waves carry only "master teacher lessons."

Now the "master teacher lesson" ["When you call me that, smile!"] is really a pupil-participation program. It involves activity in the classroom during the broadcast under the guidance

of the classroom teacher and the direction of the radio teacher. Beginning elementary teachers [there are so many now] are enthusiastic about such programs. More experienced teachers welcome them because they set high standards of achievement, and the veteran teacher uses them because they acquaint her with new methods and information developed by her colleagues at the curriculum center.

But there are only seven activity-lesson series in the twenty-three elementary series: science, arithmetic, music [three series], handcraft, and foreign languages. There probably should be more, but this type of lesson is difficult to develop and elementary script writers for such series are difficult to secure.

Another type of program which WBOE has developed from the start is one using classroom-projected pictures. Elementary and junior high art, primary story, and social studies programs make greatest use of the illustrated program. It requires close coordination with the Division of Visual Education; it requires money. One hundred thirteen elementary schools and twenty-six junior highs must be supplied with several boxes of slides. This, our 1939 version of television, is still going strong and will until the new medium takes over.

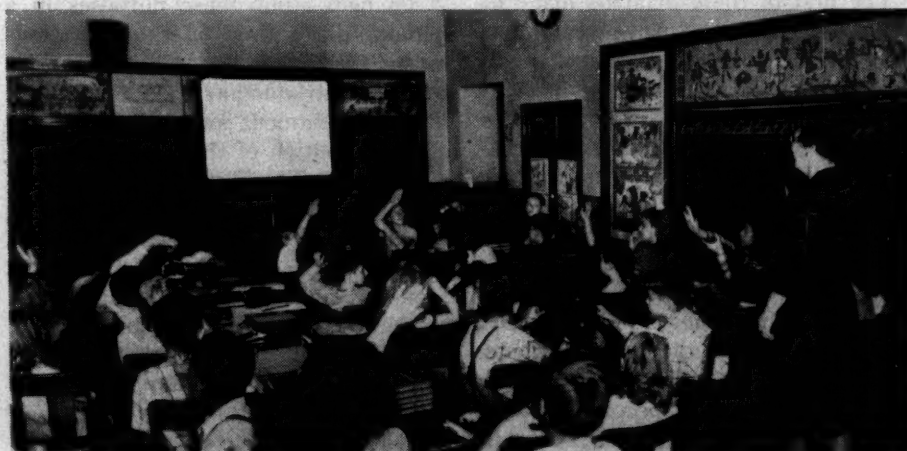
In the remaining series—the great majority—WBOE can point to no departures from norm. The documentary dramatization is our staple, of course, along with the interview, the straight talk, the round table, the dialogue-illuminated story, etc.

We are delighted with the willingness of WNYE to share a prize-winning interview series with us [*Assignment: U. N.*]. We are most grateful to the school systems that have given us authentic accounts of life in other great cities [*Cleveland Calling—*]. We're equally appreciative of the fine programs prepared for Cleveland pupils by educational radio officers in Japan and Germany; and to the Paris *lycée* that has furnished us with two programs on life in French schools as told to us by French students. For ten years the Cleveland public library has been responsible for the presentation of one story series sponsored by the Division of Language Arts. The commercial radio stations have been prodigal with educational network programs. But once WBOE starts mentioning cooperating home organizations and individuals, there is no end.

A visiting fireman often questions two other peculiarities observable on WBOE's schedule: [1] the limited appeal of certain series as evidenced in their schedule-titles; and [2] the number of program repeats during the week.

*5-B Song Study* exists because the Division of Music found a recognized need among 5-B teachers and meets it very well, indeed, by radio activity-lessons. The series is used by only one hundred classes each week, but approximately 4,100 children and teachers are given help which they would not otherwise receive.

The Division of Language Arts presents a story program for levels 2-17, another for fourth-year youngsters; a



*In this activity lesson with coordinated slide illustrations, the class teacher takes advantage of a strategic pause to cooperate with the radio teacher in securing the reaction of this Cleveland class.*

poetry program for upper primary children, another for grades five and six. *Once Upon a Time* is a kindergarten's story series, and if that division could fulfill its desires it, would have two story series—one for first-term kindergartners, another for those who have been schooled for four and one-half months.

If this seems to underestimate the mass appeal of radio, WBOE can only reply that our teachers, whom our sponsors must satisfy, believe that if radio is going to be a useful aid in the classroom-learning situation, it must be that way. They agree heartily with Dr. Levenson's phrasing: "Educational radio should be used like a rifle, not a shot-gun."

Only a very few elementary programs have a grade range as wide as two years, but junior and senior high school programs usually attempt to appeal to the entire range of their level. Our *Current Topics* series and *Put It*

*In Writing* [senior high English] are written with the educational, mental, and emotional diversities from grades ten through twelve in mind. No wonder the writers "grunt and sweat under a weary life."

One of the important reasons for setting up WBOE was to make it possible to repeat programs for the convenience of our listeners. The first schedule in 1939 repeated programs during the week. Our present schedule repeats all elementary programs, except the activity-lesson programs, at least once, sometimes as frequently as four times weekly. At the junior and senior high school levels we attempt to do our repeats on the same day and to broadcast once in each period of the nine-period day. Our programs are, of course, limited to fifteen minutes in length. In practical results, this means that on Wednesday we can broadcast only one senior high program [English], one junior high [English], and

five elementary programs between 8:05 a.m. and 3:10 p.m. The results bring us a very high ratio of listening classes to classes enrolled in the division.

But what of our "home audience"? As a school station our first duty is to the 100,000 children in the schools. They are selective dialers—or their teachers are. Cleveland papers which publicize our programs lay stress on story series which might appeal to preschool children and to our school-day *Music of the Masters* from four to five in the afternoon. For the rest of the time, we hope our taxpayer patrons with FM receivers will simply recognize that WBOE is an educational aid for children in the classroom. We hear from them from time to time and the comments usually come between semesters: "What happened to that Spanish program? It wasn't on the air today."

—EDWIN F. HELMAN, director of radio, Station WBOE, Cleveland public schools.

## Teacher's Manuals for Radio Programs

IF ONE WERE TO CONTRAST the current use of the radio as an educational tool with its use ten years ago, he would certainly have to conclude that today the radio is used more widely and more wisely. Many factors have contributed to the more efficient and ever increasing use of this educational medium in classrooms throughout the world. High among that list of contributing factors would most certainly be found the use of teacher's manuals that accompany educational radio program series.

The first of these manuals made its appearance not too many years ago, and in each succeeding year manuals have been made available for an ever-increasing number of programs. An examination of these manuals will indicate that they vary greatly both in their format and in content. This is to be expected since their writing is still in its pioneer stage. It is with a certain amount of hesitation therefore that the author pens these suggestions for manual writers. It is after ten years of teaching, with the radio as a tool; two years of radio program preparation and manual writing; talking with hundreds of other teachers who use these educational programs; and a diligent study of the manuals prepared both in our country and in foreign lands that the

following suggestions for manual writing are offered.

There are probably four major reasons for having a teacher's manual to accompany an educational radio program series:

- [1] To provide the teacher whose class listens regularly with sufficient information so that she may make the greatest use of the program series;
- [2] To help the teacher who occasionally has her class listen choose the programs that she wishes them to hear;
- [3] To acquaint new teachers with the program series;
- [4] To publicize the work of the sponsoring institutions.

To help attain these purposes in a manual the author offers suggestions on the following phases of manuals: format; introduction to the manual; manual treatment of each program; and distribution of the manuals.

**Format**—The format of the manual must be useful, and at the same time it must have appeal. A colorful cover is a definite asset. The manuals of the Standard School Broadcast, sponsored by the Standard Oil Company of California, and the B. C. School Broadcasts of the British Columbia Department of Education are two of the many manuals which have especially inviting covers. In addition to being attractive, however, the manual cover should contain the name of the program series, grade level toward which the program

series is directed, station or stations from which program series originates, and day of week and hour of the broadcast. This will enable the teacher to obtain at a glance vital information on the series.

The size of the manuals is a point to be considered carefully. Most of the manuals examined were either 8½ x 11 or 5½ x 9 inches in size. The latter size is recommended because of its greater ease in handling in the classroom. Both the Wisconsin and the Ohio schools of the air use this size. It permits sufficient space to accommodate the material for one program on each page of the manual, and this is a definite advantage to the busy teacher because she knows on what portion of the page to find the material she needs for prebroadcast or postbroadcast classroom use.

Another point to consider in producing a manual is the type of printing or duplicating to be used. Printing, mimeographing, photo-offset printing, and multilithographing are the four chief means employed in making these manuals. The number of copies to be produced, the size of the budget available for manuals, and the quality of the finished product desired are three factors to be taken into consideration when one weighs the production method to be



used. As a general rule mimeographing is the cheapest process since it can be done on the usual standard office equipment. Ink often shows through the paper, however, thus making the mimeographed manual difficult to read. If a good quality of paper is used the photo-offset and the multilithograph process make a very presentable manual. Most of the manuals examined were printed.

Illustrations are desirable. They provide another means of communication. The manual of the Standard School Broadcast, already referred to, as well as the Canadian broadcasting manual entitled *Young Canada Listens*, are two manuals that make effective use of illustrations. Generally speaking, illustrations are expensive, but if the budget permits, they are probably a very effective way to spend money.

Most manuals are distributed in booklet form. City school systems, with their own broadcasting facilities, however, frequently use the loose-leaf method. A new sheet is sent to the schools weekly through the regular school distribution channel. This method makes possible the writing of scripts throughout the school year. To distribute pages weekly on a state-wide basis, however, would require considerable postage and clerical help.

**Introduction to the manual**—A wealth of important information concerning the program series is found in the introduction, but, like the introduction to books, the introduction is frequently not read. To overcome this tendency to neglect the introduction, it should be addressed directly to the teachers and should be written in an inviting style. Long solid paragraphs and the constant rehashing of the "great advantages in the use of the radio in our classrooms" are the two things manual writers must guard against. The introduction should be written in a "snappy" style and be filled with helpful suggestions for the teacher.

While length is to be avoided, the introduction should be comprehensive enough to make possible the greatest use of the program series. The following points might well be treated in the introduction:

- [1] General aim of the program series;
- [2] Age or grade level toward which program series is directed;
- [3] Nature of the program series, i.e., dramatizations, story telling, etc.;
- [4] Introduction of characters if the same characters are to be used throughout the entire series;

[5] Suggestions for general activities for entire series such as map work, scrap books, etc.;

[6] Bibliographical material of a general nature which will be helpful for the entire series;

[7] Suggestions for the use of other educational aids such as slides, films, recordings, etc., which will be helpful for the entire program series;

[8] Suggestions for class listening techniques, such as: location of receiving set in the classroom; appointment of pupil to monitor the receiving set so as to relieve the teacher who is busy with prebroadcast activity; placing a "Do Not Disturb" sign on the classroom door; advantages of listening to the program in the classroom rather than in auditorium; and advisability of having pupil activity, such as note taking, during the broadcast.

[9] Invitation for constructive criticism on the program series. On the last page of the manual or on the back cover could be printed a form similar to the one suggested below which the teacher could conveniently clip and return.

Name of School .....
Name of Teacher .....
Grade ..... No. of Pupils .....
Favorite program title .....
Why? .....
Suggestions for next year's series .....
Return to .....

[10] Invitation for constructive criticism of teacher's manual.

#### Manual treatment of each program

—This is the portion of the manual that is most useful to teachers. It will be discussed under three headings: story and information for the teachers; prebroadcast suggestions; and postbroadcast suggestions.

The author recalls visiting a class at a time when the teacher was busy preparing her class for a broadcast. She did not have a teacher's manual, in fact all the information she had was the title and it was very misleading. She worked hard to prepare her class, but the broadcast was a completely different story and her embarrassment grew greater as the broadcast progressed. She was not to be blamed; she did the best she could with the information she had; but not enough was available. The manual should therefore contain a short summary of the broadcast. This summary need not be over eight to ten lines in length. Any background or bibliographical material which will aid the teacher with each program should be provided.

A few general remarks concerning the prebroadcast suggestions for the class might be useful to manual writers. These prebroadcast suggestions should be on the child's interest and maturation level. The suggestions should be worthwhile projects and not just "busy-work." In speaking recently with a pupil whose class listens regularly to educational programs, I learned that the pupil liked the program itself, but he "hated to do all the things before and after the program just so his class could listen." Prebroadcast suggestions should vary from program to program. The number of suggestions offered will vary also. However, there should be enough suggestions so that the teacher may select those most useful for her class.

The content of these prebroadcast suggestions might include the following items:

- [1] Vocabulary aids on new or unusual words to be used on the broadcast;
- [2] Map work suggestions;
- [3] Questions which would prepare the class for the broadcast and stimulate thinking on the topic;
- [4] Review of previous broadcasts on same or similar topics;
- [5] Things to be on the alert for during the broadcast;
- [6] Discussion of how the broadcast topic might correlate with their regular school work or out-of-school life.

The same general principles which applied to prebroadcast suggestions will apply also when the writer formulates postbroadcast suggestions. The suggestions should not be so long or burdensome as to destroy the pupil's love for the program. The postbroadcast suggestions should have variety—no teacher ever received much inspiration from the "discuss this" or "discuss that" variety of suggestions. Some of the suggestions to be used after the broadcast should correlate with the pupil's school work and also with the child's out-of-school life. Radio can be a "one way communication" unless the postbroadcast suggestions take into consideration the pupil's questions and reactions.

The content of the postbroadcast suggestions might be built around such items as:

- [1] Stimulating questions on the content of the broadcast;
- [2] Stimulating questions on how the broadcast might affect the life of the listening child;
- [3] Discussion of how the information gained from the broadcast might fit into the general knowledge of the child;
- [4] Suggested projects in the field of art, dramatics, etc.;

[5] Suggestions for further reading on the program topic;

[6] Suggested field trips;

[7] Suggestions for use of other educational aids on the program topic, such as films, slides, etc.

**Distribution of manuals**—Many schools of the air send out a general bulletin to school principals. This bulletin contains a list of the program series originating at that station and a brief description of each program stating also the general aim of each series and the age level toward which each is directed. The school principal is asked to distribute this bulletin among his faculty, so that each teacher may decide which series she will use in her classroom and may note the manuals she desires. Printed cards listing the various program series are often sent with this general bulletin, so the teacher may merely check the manuals she wishes and return the card to the radio station. The manuals can then be sent to the school in a bundle.

There is some question among educators as to the best time to send the manuals to the school. Some feel that the manuals should be sent to the teacher in the spring before the dismissal of school so that they might be available to the teacher who makes her plans for the next school year during the summer. Other educators declare that the loss of manuals is too great if sent at this time of the year. Many teachers change positions during the summer and many teaching assignments within the school change, thus making long-range planning difficult. At the time of the last broadcast in the spring some announcement may be made of the next year's plan which can guide the teacher in a general way. The broadcasting of educational programs usually starts several weeks after the opening of school during which time the teacher may complete her radio plans. The teachers with whom the author has discussed this question are in favor of autumn distribution.

Some of the manuals are distributed free of charge; some are sold to the user. There is a feeling among some people that "one appreciates more what he pays for." This argument does not carry too much weight. The teacher may make good use of the manual regardless of how she obtains it. It must be realized that considerable expenditure of money is involved in furnishing manuals on, let us say, a state-wide

basis, and, since schools derive the benefit from the manuals, they should be willing to pay for them. The Wisconsin School of the Air pays for the production and distribution of the manuals by charging 15 cents per manual. There is considerable book-

keeping involved in collecting the money from widely-scattered schools. About two-thirds of the manuals examined were sent free; the other one-third were sold at cost.—GEORGE F. JENNY, supervisor of education, The Ohio State Archaeological and Historical Society.

## Events — Past and Future

### Dunham Visits Portland

Dr. Franklin Dunham, chief, educational uses of radio, U. S. Office of Education, paid a professional visit to the Portland public schools and to the school radio station, KBPS, recently.

Dr. Dunham was entertained at a luncheon, arranged by Patricia L. Green, assistant supervisor of radio and manager of Station KBPS, on November 16. Paul A. Rehms, superintendent of schools, presided and introduced his guest to the assistant superintendents, directors, and subject-matter supervisors who were present. Present also at the luncheon were representatives from the following commercial radio stations of the city: Luke L. Roberts, educational director, KOIN; Evelyn Lampman, educational director, KGW; Tom Swafford, program director, and Hugh A. Smith, production manager, KPOJ; Mel Bailey, program manager, KEX; and Rene Bozarth, program manager, KWJJ. The press was represented by Wilma Morrison, educational feature writer, *Portland Oregonian*.

"I wonder if the people of Portland know," said Dr. Dunham, "that your city started something twenty-five years ago when the Benson Polytechnic station, now KBPS, began operation?" Then he went on to point out that KBPS is one of the finest stations of its kind in the entire nation. Its suc-

cess, as he saw it, was due to the fact that programs are planned by teachers who are experts in their fields and who have the support of school administrators in the use of radio in teaching. He also called attention to the fact that Portland commercial stations are doing an outstanding job in working closely with KBPS and with the schools themselves.

Cecil McKercher, president, Portland AER, arranged a meeting that same evening for principals and teachers. On that occasion Dr. Dunham discussed with them the topic, "The Utilization of Radio by the Classroom Teacher."

### KCVN Celebrates

September 22, 1948, marked the first anniversary of KCVN, the College of the Pacific's educational, non-commercial FM station. A special birthday salute was presented through the participation of many of the "town and gown" personalities who were present for the inaugural celebration. The setting was in the recently-completed polycylindrical studio A, a beautiful and acoustically-perfect setting.

This first anniversary, however, represents more than one year of radio at Pacific. John C. Crabbe, director of radio, has held that position since 1937. And, starting with a vision for the future and a handful of students gath-



*New FM studio designed for KCVN and used for anniversary program.*



ered in a spare room in the Conservatory of Music, he has guided radio classes and activities until the vision has become a reality in a complete radio station.

Over 60 per cent of KCVN's programs are live shows—student produced with student talent. Drama, music, news, lectures, and sports are aired from 6 to 10 p.m. daily. Permanent lines to the college chapel, conservatory, student union, and the stadium assist in the production of programs. A remote unit has been added recently which brings off-campus events to the KCVN audience. The Pacific Philosophy Institute at Lake Tahoe and the dedicatory service of the Pacific Marine Station at Dillon Beach were covered by means of this remote unit. The transmitter, control rooms, studios, record and transcription libraries, teletype, studio and remote equipment, and the new mobile unit are valued at \$100,000.

KCVN constitutes the final step in providing practical instruction for nearly 175 students now enrolled in radio classes. The department now offers a major in radio broadcasting—one of the few institutions in the United States able to do so.

Mr. Crabbe's staff consists of: William H. Ramsey, assistant director; Lee Berryhill, chief engineer; Helen Cummings, program manager; and James Jolly, Robert Holmes, and Norman Williams, technicians.—WILLIAM H. RAMSEY.

### Portland, Oregon

The Portland AER held its first dinner meeting of the school year on October 4. The guest speaker on this occasion was James Day, director of public affairs and education, Station KNBC, San Francisco.

The new 1948-49 officers, responsible for the meeting, include: Cecil McKercher, president; Patricia L. Green, vice-president; Merle Finley, secretary; and John E. Smith, treasurer.

The second dinner meeting, on December 6, featured a program provided by Hugh A. Smith, production manager, and Lou Gillett, announcer, Station KPOJ, Portland, Oregon, *Journal*.

The unusual feature of this meeting was the use of a tape recorder to interview some of the dinner guests. Each was asked "How will radio best help you in your particular field?" The recorded material, which covered ap-

proximately twenty minutes, was then played back to the group and the various answers were made the subject of open discussion.

### Michigan Radio Conference

The Fourth Annual Michigan Radio Conference will be held Friday, March 4, on the Michigan State College campus. "Radio Serves a Democracy" is the theme of the all-day conclave, of which J. D. Davis, assistant professor of radio, will serve as chairman.

The program will feature talks and panel discussions by station managers, educators, and men outstanding in the radio field. Wayne Coy, FCC chairman, and Edgar Kobak, MBS president, are among the invited speakers.

Richard B. Hull, Iowa State College, president, National Association of Educational Broadcasters, will talk on "How Radio and the Community Can Cooperate," and later in the day will

lead a panel discussion on a similar topic.

The campus committee for the conference, in addition to Professor Davis, includes: Dr. Wilson B. Paul, head, Department of Speech, Dramatics, and Radio Education; R. J. Coleman, manager, Station WKAR; Dr. C. V. Millard, head, Education Department; Maxine A. Eyestone, director of publicity; Lowell Treaster, director of college public relations; and Russell Kleis, director of short courses.

An advisory committee for the conference consists of the campus committee, together with the following: Stanley Barnett, manager, Station WOOD, Grand Rapids; Ola B. Hiller, director of radio, Pontiac public schools; Mrs. Kathleen N. Lardie, manager, Station WDTR, Detroit; and William Pomeroy, manager, Station WILS, Lansing. The conference will be open to all interested persons.—MAXINE A. EYESTONE, Michigan State College.

## Idea Exchange

### Chicago Demonstrates Creative Expression

The Chicago public schools demonstrated the use of transcribed broadcasts to motivate creative expression in the arts as one of its Education Week features. Eight high school art departments collaborated in the demonstration—held at the "Fall Festival of the Arts" program at Lindbloom high school—which resulted in some striking color experiments, "mood" abstractions, and pictorial expressions. Mabel Williams and Elizabeth E. Marshall, art and radio chairmen, respectively, of the Illinois Congress of Parents and Teachers, arranged this unique experiment, with "open house" to district PTA groups and educators.

### Instructional Materials Libraries Proposed for Minnesota

The Minnesota State Department of Education is sponsoring a bill before the 1949 Minnesota Legislature for an appropriation of 50 cents per pupil in support of instructional materials libraries. Such an appropriation would yield some \$230,000 per year, according to estimates based on 1946-47 enrollments.

Radio broadcast transcriptions, as well as educational films, film strips,

and slide materials, would be purchased, produced, and distributed, according to the provisions of the proposed legislative Act.

The complete text of the proposed bill follows:

*Be It Enacted by the Legislature of the State of Minnesota:*

Section 1. **Instructional materials** are defined for the purpose of this act as such recorded and photographed materials suitable for reproduction and projection as a regular part of the school curriculum as outlined in the Minnesota Department of Education curriculum bulletins and suitable for use in adult discussion groups and forums.

**Libraries** are defined as depositories set up to distribute 16mm educational films, 35mm filmstrips and slides, transcriptions on a nonprofit basis to public schools and colleges, and organized adult discussion groups and forums within the State of Minnesota.

It is hereby declared to be the policy of the legislature to encourage the effective communication of knowledge through the media of educational films and educational radio. This will tend to equalize educational opportunity throughout the state at all levels and increase the efficiency of our present educational system. Establishing instructional material depositories that will make those materials that attain their best school use on a circulation basis freely available will be an immediate and effective means of securing an important educational gain at the lowest cost.

Section 2. The department of education shall receive application from educational groups supported by public funds in Minnesota to establish and maintain distributing centers for certain teaching materials. This application shall include a budget, an itemized list of the materials it proposes to make

available, a statement of the geographic area that is proposed to be served, and a statement of need.

Section 3. The department of education may grant such funds as may be available to institutions qualifying, on the basis of serving the immediate and potential needs of education in Minnesota.

Section 4. Said funds shall be used to purchase, produce, and distribute such 16mm educational films, radio broadcast transcriptions, and filmstrip and slide materials as may be approved by the department of education. Such materials remain the property of the State of Minnesota with the control of the same vested in the department of education.

Section 5. The state board of education shall appoint such employees as are necessary to carry out the provisions of this chapter with the exception of those employees working half-time or more for local educational bodies who shall be appointed by the local administration with the approval of the commissioner of education.

Section 6. To carry out the provisions of this chapter there is hereby appropriated to the department of education for the fiscal year ending June 30, 1950, the sum of fifty cents [50c] per pupil based on the total net enrollment in the public schools of the state for the 1948-49 school year and for the fiscal year ending June 30, 1951, a like sum. [1946-47, \$231,515.00].

## NEA Affiliation?

President George Jennings has received another communication concerning NEA affiliation, to which space was given in the September and November issues. R. H. Shreve, supervisor of audio-visual aids, Appleton, Wisconsin, public schools, wrote under date of November 15 as follows:

Regarding the proposed affiliation of AER with the NEA, I am for it 100 per cent as a part of the present NEA department. In fact, as the present NEA department is named, it includes radio and its closely affiliated allies.

Those of us who work in small school systems are interested in all audio-visual instructional material which, when properly utilized, will make the child's experience more interesting, vital, and realistic.

You people who are leaders in your special fields are the ones who should meet together and work toward a common goal. It has been my experience that those who are primarily interested in films give little thought or consideration to the fact that radio has been and is contributing greatly to a well-rounded experiential background of the children. Mr. De Bernardis hit the nail on the head when he said we should work together toward a stronger audio-visual department within the NEA.

We are all interested in reaching the same goal. Why not concede that the other fellow's materials are of value and then pull together?

## Illinois PTA Scripts

*Forward United!* is the title of a new series of parent-education scripts presented by the Illinois Congress of Parents and Teachers and produced in joint cooperation with the Chicago Radio Council and the University of Illinois Radio Station WILL. The pro-

grams, which began December 21, will continue through June, 1949, and are being presented on the third Tuesday of each month over Station WILL. The purpose of the series is to acquaint listeners throughout the state with the work and organization of the Illinois Congress of Parents and Teachers.

AER members may secure sample scripts from Mrs. Elizabeth E. Marshall, 228 N. LaSalle Street, Chicago 1.

## News casts Too Difficult

Radio listeners may not understand news casts as well as radio people think they do, according to Dr. Edgar Dale, Bureau of Educational Research, Ohio State University.

Newspapers and radio stations are now very much concerned about how much of the news that people read or hear is understood. To determine this beforehand, newspapers and a few radio stations have been using so-called readability formulas. These formulas were devised originally to measure the understanding of printed information.

In the study [done in cooperation with the School of Journalism] the students listened to transcriptions of news casts which had been previously broadcast over Station WOSU. Their replies to questions indicated that they understood better those news casts that were rated easier by the formulas. They missed most of the questions on the news casts that were rated hard by the formulas. However, none of the news casts was understood as well as had been expected.

Listeners, it appears, are more likely to be interested in the news casts they understand better. They show little interest in ones hard to understand. This suggests that radio stations should write their news casts in simple language if they want people to listen to the news with interest and get more out of it. Readability formulas are of considerable assistance, but the users must remember that the formula ratings make the news appear to be easier to understand than it really is.

## Alpha Epsilon Rho



The Executive Secretary, Betty Girling, of KUOM, Minneapolis, is pleased to announce that a new chapter has been added to the Alpha Epsilon Rho roster. Texas College of Mines and Metallurgy received, on the mail ballot, the necessary two-thirds vote

required for membership, and has become the twenty-first chapter of the Fraternity, hereafter to be known as Chi Chapter. Installation of the new chapter is scheduled for early January.

**Alpha, Stephens College**—On November 21, Alpha initiated ten new members. Dr. Homer P. Rainey, president of Stephens, spoke at a banquet which followed the initiation. President Rainey addressed students and faculty on the subject "Radio in Education."

Every Tuesday evening at 8:15, Alpha chapter members present a quarter hour program on KWWC, consisting of interviews and commentary by Anne Webb, president of Alpha Chapter.

**Epsilon, Ohio State**—Epsilon members are, at present, participating in two programs a week, broadcast by WOSU. Each Thursday afternoon, Chapter members provide acting, announcing, and sound talent for *Story-time*, and each Saturday morning an entire program, *Safety Lady*, is written, directed, and announced by Ohio AEP's.

On November 20, Epsilon members enjoyed dinner in a Columbus hotel, prior to attending the Columbus Philharmonic Pops Concert. This was the major social event of the Fall Quarter.

**Nu, Louisiana State University**—Phil Stevenson, president of Nu, wrote and produced a nine week series, called *Intercollegiate Salute*, which was completed in November. Nu chapter members helped with acting and technical work on the series. In preparation is another series called *Stories of the Southland*, which will also be written, produced, and presented by Nu Chapter, on WLSU-FM. In addition to this air work, AEP on the LSU campus, directs all the activities of the Radio Workshop, from whence come all AEP members.

**Rho, Shurtleff College**—Newly-elected officers of Rho Chapter are: Edmund Young, president; Owen Lackey, vice-president; and Herbert Peel, secretary-treasurer. The following students were recently pledged: Bill Kelly, Robert Reynolds, Loleta Spencer, and Eloise Ticknor.

**Sigma, Florida Southern College**—Sigma Chapter has just pledged Phyllis Voss, president of the campus Microphone Club. Membership in the "Mike" club is prerequisite to AEP membership on the Florida Southern campus.

Each Tuesday, Sigma Chapter members assist in the presentation, over station WLAK, of *Drama in the News*.

**Gamma, University of Minnesota**—Gamma members participate in eleven broadcasts each week, ten of them presented over KUOM, the University station, and one of them broadcast by KSTP and the Northwest Network. In addition to their own half-hour *Radio Guild Playhouse*, radio-minded AEP's appear on eight Minnesota School of the Air programs, one University of the Air series, and play major parts in *Lolly-Pop Playhouse* each Saturday.

Questions concerning Alpha Epsilon Rho should be addressed to Betty Thomas Girling, Executive Secretary, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.



[concluded from page 50]

is no time to mention additional expense, but I suggest that the organization will never grow much beyond its present status unless someone [a student, a graduate student, or an active member, not otherwise burdened with AER administrative duties] be appointed to take over these details and follow through consistently on them.

As President of the AER I find most of the time which I can devote to it [because, as with all of you, there are a thousand and one demands upon my time] given over to answering graduate students who are writing theses; changing addresses for Alpha Epsilon Rho members who have been "sent down" from college; or checking lists of "kills" and "new and renewals."

I suggest that, all other things being equal, serious consideration be given at once to the employment of an Executive Secretary, responsible to the elected officers of the AER, so that what time those officers have for AER may be devoted to constructive, creative, promotional activity, rather than to the mechanics of operating. The AER should pay this officer something.

The AER at every level faces a genuine challenge. It is not a challenge to

your elected national officers, nor even to your state or local elected officers. *The AER offers a challenge to every member.* This year has seen tremendous strides taken in educational radio. For the first time in years, this year has seen the purchase, by boards of education, of large quantities of AM-FM radio receivers for classroom use; it has seen the installation of several new FM educational stations, and the rehabilitation of several of the older educational stations; television is fast presenting not necessarily new problems, but certainly exciting ones. Everything is in our favor, except an "avalanche of lethargy" which seems to have permeated the entire organization. *Now is no time to be talking of killing the Journal; now is no time to be talking of permitting the AER to die a natural death—rather, now is the time to put our shoulders to the wheel, re-vitalize the state and local groups, organize new chapters, bring in new members, employ an executive secretary, call on every station in our regions for space in the May issue.* Only if we all work together, to the same end, can the AER prosper and become the powerful factor it has a right to be in the educational future of America and of the world. —GEORGE JENNINGS.

served with distinction for twelve years. Since 1937 he has made outstanding contributions to radio and the allied fields in the United States.

The Radio Listener's Bill of Rights begins by defining democracy and then setting forth the functions of the three groups on which our broadcasting depends: the FCC, the radio industry, and the listening public. It then discusses "Radio As Servant of Our Social Needs." In this section radio's opportunities are carefully outlined and its successful ventures noted. As Mr. Siepmann states it, "But the evidence is by now convincing that radio, once it realizes its duty, is a medium of extraordinary power, which all concerned with human relations and the whole unfinished business of democracy must harness to our needs and weave progressively into the fabric of social reconstruction . . . But . . . the present trend and temper of radio, as a whole, are such that this is unlikely to occur unless we, the listeners, actively concern ourselves with the task of realizing radio's true potentialities."

Finally, Mr. Siepmann devotes the last eight pages of the text to a recital of "The Radio Listener's Bill of Rights." And what he proposes on those pages, if fully realized, would change radio from what is too often "passive, uncritical, vicarious experience; a waste of precious time," to a well-balanced offering which adequately reflects the life and problems of the community and, in the case of network stations, carries the network's outstanding public service programs.

This is the type of publication which has been greatly needed. It is short; its subject matter is vital; and radio would certainly be changed markedly if this pamphlet were read and its suggestions implemented by the leaders in every community in the nation. To see that it gets into such hands and is read would be a most worthwhile project for such groups as PTAs, AAUWs, Radio Councils, and similar organizations which have spearheaded the drive to make today's radio meet fully the challenge of public service.—TRACY F. TYLER.

## Reviews

*The Library Broadcasts.* By Frances G. Nunmaker. New York 52: The H. W. Wilson Co. 1948. 166 pp, \$2.25.

The long-standing need of librarians for general guidance in the use of radio and for specific program suggestions is filled by this small, but practical book. The author's basic philosophy of radio shows an understanding of the medium too often lacking among those engaged in serious broadcasting. In addition to her own advice, Miss Nunmaker, publicity director, Ohio State Library, has made an excellent selection of quotations from others.

Unfortunately, she, like so many others, discounts the effectiveness of the well-planned talk. Also, there appears to be unfounded belief in the ease with which an effective interview may be prepared; not to mention the frequency with which dialog programs become interrupted lectures with no merit other than voice variety.

Perhaps the point of view [that added attention to the use of specialists is needed] is prejudiced by knowledge of the effective aid which production councils lend to such organizations as libraries. Miss Nunmaker makes clear the importance of staff competence. Some elaboration of the use of free-lance talent or of councils appears desirable.

It is to be hoped that a few unfortunate inaccuracies about radio do not cause the industry to discount the essential soundness of *The Library Broadcasts*. A book published on May 26, 1948, should not approximate the number of standard radio stations at 1,000 when the official figures as of January 1, showed 1,522 licensed to operate and 440 with construction permits. Also CAB has not been replaced by BMB, but rather it has been supplanted by Hooper. And the average rate of delivery is considered to be from 150 to 175 words per minute rather than 125.

However, these are minor discrepancies. The book is to be highly recommended to both librarians and broadcasters.—ALLEN MILLER, director, Rocky Mountain Radio Council.

*The Radio Listener's Bill of Rights.* By Charles A. Siepmann. New York 10: Anti-Defamation League of B'nai B'rith. 1948. 56 pp. 20 cents [paper].

The author, who also wrote *Radio's Second Chance* [reviewed in the May, 1946, *AER Journal*], is chairman, Department of Communications, New York University. His broad experience in radio began with the British Broadcasting Corporation, which he

*Radio Workshop for Children.* By Jennie Waugh Callahan. New York 18: McGraw-Hill Book Company, Inc. 1948. xvi + 398 pp. \$3.75.

This book, which grew out of the author's experience in teaching Hunter College students to organize and conduct radio workshops for elementary and secondary school children, provides a text for similar college training courses and furnishes an excellent guide for teachers who want to use radio techniques in their classrooms. Beginning with the selection of students for the workshop, the author considers the problems of workshop production, writing, and program building, as well as a brief treatment of administrative problems, equipment requirements, and educational FM broadcasting.

This reviewer is pleased that the primary emphasis of the text for prospective workshop leaders is placed upon making the workshop serve the needs of children and young people rather than upon actual broadcasting. One senses the care with which the

author develops proper relationships between workshop teacher, college students, and children. Throughout the book there is evidence that the author herself is a wise and capable leader—that she senses the harm that can come to children in a workshop situation under incapable direction. One hopes that every teacher who uses the book will possess a thorough knowledge and a deep understanding of growing minds and personalities. Would that the author had pleaded a stronger case for this vital need!

Sound and helpful advice on workshop production and writing is contained in parts I and II of the book. Part III deals with program planning, and it is here that this reviewer finds the greatest lack. As a source of program ideas and program materials this section of the book is valuable. However, if one hopes to be guided through planning procedure between workshop leader and participants—or between classroom teachers, supervisors, and the workshop—the result is disappointing. Various programs and radio series are cited as good examples of “planning programs around school studies,” but no details of the planning processes are given. In fact, most of the examples are not results of workshop planning, but are scripts and series written by professional and teacher script writers employed by radio stations and school

systems. In this section of the book the author wanders away from the radio workshop as a program-planning group and into the area of educational broadcast planning which involves a total school system or region. A clearer picture of the place of the workshop leader in this total planning process would be more helpful to beginners.

Part IV deals briefly with the benefits to workshop members, administrative problems, equipment requirements, and educational FM broadcasting.

The Appendix includes material which will be of interest to many readers. There is a survey of college and university training in broadcasting, a course of study for colleges and universities in radio workshop for children, a bibliography, a list of equipment manufacturers, and a reprint of codes for children's programs.

*Radio Workshop for Children* is valuable to the teacher or prospective workshop director who wants to use radio techniques to motivate research, writing, and oral reading—who believes that the best personal adjustments are made through group participation; it is a challenge to our teacher-training institutions to develop radio workshop leaders for our schools.—OLA B. HILLER, director, Department of Radio Education, Pontiac, Michigan, public schools.

Lost Father,” the tragic story of a family separated by the exigencies of anti-semitism and war, traces the long, patient struggle of the Friends’ Service Workers who finally unite the two surviving members of the family.

**Appraisal**—All of the teachers who heard these recordings felt that they had definite value for any high school or adult group planning a campaign to aid unfortunate people in other lands. The human way in which these people are presented in the six programs creates an emotional experience which impels listeners to act in their behalf. However, the teachers differed noticeably in their evaluation of the programs as classroom listening experiences. Some felt that the programs were more suitable for church groups, YWCA, YMCA, and similar organizations. Others felt that they could always use the recordings to develop desirable attitudes, to motivate discussions, and to create deeper understandings of the problems of others.

This difference of opinion made the committee chairman decide to include the reactions of the four hundred senior high school students who heard the programs. They rated the programs “excellent.” They felt that all high school students should hear the recordings. The problems and emotional reactions of the people portrayed made the listeners more appreciative of their own blessings and more willing to share with the less fortunate; the programs created a deeper understanding of and an almost personal acquaintance with these people of other lands; the reactions of these people to gestures of friendship and understanding gave the listeners a hope that world-wide peace might be achieved and a clue as to how it might be accomplished; the many kinds of relief workers cited in the programs opened their eyes to the great opportunities for service to mankind.

As a general criticism of the series, both teacher and student groups felt that the programs left the listener no place to start—that some direction as to how to help should have been given. They felt that production was good: scripts were well written; sound effects and music were used effectively; characterizations, with a few minor exceptions, were believable; speech and transitions were clear.

It is suggested that teachers using the series have a definite course of action in mind and be prepared to guide the students’ activities into the proper foreign relief channels. Teachers should also be prepared to answer questions about the Quakers, and to mention other religious and non-religious groups doing relief work and rendering service all over the world.

The problems considered and the emotional impact of the series make it advisable to use the recordings only at senior high school and adult levels. In the hands of a teacher or leader who believes that the classroom is a place to teach human relations as well as facts—who believes that every young person should learn that he is “his brother’s keeper” and that the word “brother” embraces his relationship to all men everywhere—this series of six programs will be of real value in our classrooms. Here are six opportunities to create some desirable attitudes! Let’s use them wisely and well!—OLA B. HILLER.

## AER Record Review

### World Service

**Rating**—This series receives a general rating of “good” from a Pontiac, Michigan, committee under the chairmanship of Ola B. Hiller, director, Department of Radio Education.

**Utilization**—The committee believes that the series is most suitable for use in the social studies area, particularly in classes in international relations, American problems, and human relations. The programs could be effective in a total school situation to motivate participation in foreign relief projects. Certain of them also would be useful in speech and English classes as examples of good diction and dramatic writing.

**Specifications**—A series of six 15-minute recordings at 33⅓ rpm. Produced originally by the American Friends Service Committee, the series is now available on loan through the Federal Radio Education Committee, U. S. Office of Education, Washington 25, D. C.

**Description**—Although these programs present the story of six phases of relief work being done by the Quakers, the emphasis is placed entirely upon the needs of human beings and their response to the aid which they receive.

Well-known radio and stage personalities, supported by professional dramatic casts, narrate the programs. Professional writing and production provide excellent listening experiences.

The title and summary of each disc follow: [1] “Heart Beat” shows the need for food and stresses the fact that it is not too late to keep millions of starving human beings alive—that the heart beats of all men are the same everywhere in the world; [2] “All in a Day’s Work” portrays, through the eyes of a field worker, the human side of the rehabilitation work being done by the Quaker Transport Unit; [3] “Another Man’s Shoes” is a story of a young Polish couple whose courage and hope were renewed by a pair of shoes and a wedding dress from a clothing distribution center; [4] “China Convoy” is the story of the diagnosis and injection teams traveling through China curing the peasants of disease and restoring them to health and usefulness; [5] “Vienna,” a story told by the mother of a teen-age daughter and a small son, reveals the loss of pride which people experience as a result of hunger and the great good which the neighborhood centers are accomplishing for these people whose minds and souls need nourishment as desperately as their bodies; [6] “A



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